



Toolkit

for Nutrition and
Fitness through
Service-Learning

The Noun and Adverb Initiatives



Toolkit for Nutrition and Fitness through Service-Learning

The NOUN and ADVERB Initiatives

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Healthy Living through Service-Learning

Our fast-paced lifestyles may leave little time for physical activity and encourage unhealthy eating patterns that include skipping meals and indulging in fast foods and high calorie snacks. In addition, our preoccupation with sedentary, leisure-time activities is contributing to serious health problems in children. More children are at risk for obesity, diabetes, cardiovascular disease, and poor bone health—as well as for the mental, emotional, and social consequences these problems pose.

Teaching others about healthy eating and physical activity through service-learning projects may help children and adolescents overcome the pressures to develop unhealthy habits. When service-learning is involved, promoting healthy eating and physical activity in school can be fun

and engaging for students and teachers. A national study of federal Learn and Serve America programs suggests that effective service-learning programs can improve academic grades, school attendance, and the development of personal and social responsibility.

Students in service-learning projects learn self-esteem and confidence. This is true for students of different ages, cultural backgrounds, and income levels.

This toolkit is intended to help schools implement service-learning projects that promote healthy eating and physical activity.

Two initiatives, “NOUN – It’s What You Eat” and “Adverb – It’s How You Eat and Play,” were developed through the Team Nutrition Program at the Wisconsin Department of Public Instruction in cooperation with the Wisconsin Action for Healthy Kids Coalition to provide guidance and resources for the efforts of school staff, parents, and community members.

Description

The goal of the NOUN and ADVERB Initiatives is to improve the eating behaviors and physical activity of school-aged children in grades K-12 through service-learning projects.

The **NOUN – It’s What You Eat** Initiative promotes healthy food and beverage choices in schools.

The **ADVERB – It’s How You Eat and Play** Initiative offers students guidelines for healthy eating and physical activity.

Both initiatives build on the “VERB – It’s What You Do” campaign by the Center for Disease Control and Prevention. This media campaign is designed to increase physical activity among nine to 13-year-olds.

Key Messages

NOUN – It’s What You Eat

The “NOUN – It’s What You Eat” Initiative offers three key messages for all age levels.

- Increase fruit and vegetable consumption using information from the 5-A-Day Program.

NOUN and ADVERB Initiatives

- Eat and drink fat-free or low-fat dairy products.
- Increase whole grain and dried bean/pea consumption.

ADVERB – It’s How You Eat and Play

The “ADVERB – It’s How You Eat and Play” Initiative focuses on

- Variety
- Balance
- Moderation

Key messages are divided into the categories, “It’s How You Eat” and “It’s How You Play.”

“How You Eat” – Elementary Level

For elementary school students, the general messages promoted under “It’s How You Eat” are

- Optimism
- Self-trust
- Adventure

Students are encouraged to trust themselves to make proper food and beverage decisions and to be adventurous and optimistic about trying new foods that are healthier for them. Specifically, the

initiative stresses the following messages for younger students.

- *Food Acceptance*, including the touch, taste, smell of foods, where foods come from, how foods are grown, foods other cultures eat, and different methods of food preparation.
- *Regulation of Food Intake*, meaning listening to your body's cues and becoming aware of internal regulation for hunger and satiety.
- *Respect for Diversity of Body Size and Shape*, namely the natural differences in sizes and shapes of bodies, eating habits, and activity patterns.

“How You Eat” – Middle School and Older

Messages for middle and high school students try to increase their understanding of and preparation for adult functions, including

- Adult roles in the feeding process, such as menu planning and meal preparation.
- Nutrition standards and recommendations.
- Menu planning tools such as the Food Guide Pyramid.

“How You Play” Messages

The key messages for this category promote moderate daily physical activity—at least 60 minutes for kids and 30 minutes for adults—and, for all ages, vigorous physical activity for 20 minutes at least three times a week.

Participating in the NOUN and ADVERB Initiatives

Schools participating in the NOUN and ADVERB Initiatives are requested to complete the pre- and post-project profiles and have students complete

the pre- and post-assessment forms and submit them to

Julie Allington, Nutrition Education Consultant
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PO Box 7841

Madison, WI 53707-7841

Fax: 608-267-0363

Email: julie.allington@dpi.state.wi.us

Grants, technical assistance, and materials will be provided to participating schools as appropriate and available.

Profiles

Pre-Project Profile

This form provides a comprehensive overview of the service learning project, who will be involved, who is expected to be impacted by the project and a summary of the results of the pre and post assessments of students.

Post-Project Profile

This form provides a comprehensive description of the service-learning project, the number of students and others who were involved, who was impacted by the project, and an evaluation of the impact of service-learning on citizenship, self-esteem and confidence, and the change in nutrition and physical activity behaviors.

Student Surveys

- Elementary
 - Pre-Program Assessments
 - Post-Program Assessments
- Middle/High School
 - Pre-Program Assessments
 - Post-Program Assessments

Improved Nutrition and Fitness through Service-Learning

The NOUN and ADVERB Initiatives were designed to encourage schools, teachers, and students to incorporate service-learning into nutrition and physical education studies. Service-learning is a form of experiential learning where students apply academic knowledge and critical thinking skills to address genuine community needs. (Pamela and James Toole, 1994).

Why Service-Learning?

Early brain development and academic performance are influenced by factors such as nutrition, physical activity, genetic make-up, nurturing, and an enriching environment. To maximize brain growth, critical ingredients of an enriching environment are learning that is challenging and learner feedback. Mental challenge includes

problem solving, critical thinking, relevant projects, and complex activities. Effective learner feedback is specific, multi-modal, timely and learner controlled.

Service-learning inherently provides an enriching environment. Studies have shown numerous positive impacts of service-learning and why so many educational professionals support its broader use.

Students retain the information more completely

- When service-learning is used in regular curricula, students show positive gains on achievement tests in language arts and/or reading and greater frequency of homework completion.
- Service-learning engages students' minds more actively so they become more interested and involved in their own learning and have an interest in doing well and taking responsibility.

- With the use of service-learning, attendance rates rise and students assume greater responsibility in their communities. For example, students who participate in service-learning report feeling as if they are making a positive contribution to their community, that they possess a greater awareness of community needs, and that they believe they can make a difference.
- Students are more committed to service, and are more likely to be involved in community organizations and to vote 15 years after participating in service-learning.
- Besides a greater sense of altruism and desire to contribute to the community, students are also more accepting of cultural diversity, possess better career skills and exploration, and have a positive work attitude and a sense of educational competence.

The benefits of service-learning prepare students to be active, contributing members of society.

The Essential Elements of the Effective Service-Learning Model

The Service-Learning Model involves four essential elements.

- **Preparation, Planning and Design**
- **Implementation**
- **Reflection**
- **Celebration**

Preparation, Planning and Design

This element involves the integration (or infusion) of service-learning projects into regular classes and curricula. By imbedding core academic skills within the context of a community-building project, service-learning becomes another vehicle to teach what you already teach in a meaningful, engaging way.

Action involves implementing the plan and depends on involvement of all stakeholders. This could mean the following types of things: providing classroom instruction to ensure students have the requisite knowledge and skills; making assignments for project-related tasks and organizing student groups around tasks; helping students develop plans and a timeline for completing the

project; and helping students develop products that meet the community need and demonstrate their learning.

Types of Service

Direct

Students learn responsibility and to make a difference in another's life by focusing on getting along with and serving others—for example, by serving nutritious meals to the elderly; coaching sports for younger students.

Indirect

Students learn teamwork, playing different roles, organization, and problem-solving. For example: Develop a community-wide food drive to supply the local food bank; organize a team for a Special Olympics event in the community; plan, plant, maintain and harvest produce from a school or community garden.

Advocacy

Students learn perseverance, how to articulate their concerns, how to work with adults, persuasive speech or writing, and citizenship. For example: organize a letter-writing campaign

asking for an improvement in the food choices offered at local restaurants, address the student body about the benefits of regular physical activity.

Examples of Service-Learning Projects

These projects promote healthy eating and physical activity, in various disciplines.

Family and Consumer Education

- Convey nutrition information to low-income people.
- Cook and deliver meals to seniors or the disabled.

Physical Education

- Coach sports for younger students.
- Work with physical therapists to assist recovering accident victims.
- Organize intercultural games and sports.
- Design and build a community exercise course.
- Organize a walk, run, or bike-a-thon to increase community awareness of the need to exercise and raise funds for a charitable organization.

Science

- Give presentations on nutrition to younger students.

Language Arts

- Write articles for the school newsletter on how to make healthier food choices.

Math

- Create healthy food recipes using proper measurements, determining number of servings per recipe, etc.
- Compare the costs of buying healthy vs. less nutritious foods.

Steps for Preparation, Planning and Design

Identify

Identify a school or community-based need, do research, choose a specific project, and design activities to meet identified needs.

Example: Students decide to build a fitness course for community residents.

Teachers from several disciplines determine which learning goals can be met.

- *Math:* Students could create a survey for residents on their preferences for type and location of the course, and they could analyze the results.

- *Language Arts:* Students could write letters to local businesses and community groups to solicit funds for building the course.
- *Physical Education:* Teachers could introduce fitness activities to students that may be included in the exercise course.
- *Art:* Students could plan a mural to beautify the course and to emphasize that exercising can be enjoyable.

Integrate

Integrate applicable Wisconsin Model Academic Standards into service-learning as they relate to nutrition and physical activity.

The Wisconsin Model Academic Standards list standards for major subject areas and grade levels that students must meet. Below are examples of the standards that could relate to nutrition or physical activity to prompt ideas for curriculum tied to service projects.

Family and Consumer Education

- *Practical Reasoning:* apply reasoning to current family-related issue or concern described in the media, such as what should be done to ensure food safety or resolve conflict.
- *Family Action:* develop, implement, and assess an individual, family, or community action plan to reach specific goals, such as preparing or serving meals to the elderly or meals that meet dietary restrictions.
 - Understand and use reflection in everyday life: identify and evaluate personal attitudes, beliefs, and patterns of thinking or acting; identify cultural assumptions in various media, such as notions of beauty.

Health Education

- *Health Promotion and Disease Prevention:* explain the relationship between positive health behaviors and prevention of injury, illness, disease, and premature death.
- *Healthy Behaviors:* identify personal health needs and demonstrate strategies to improve or maintain present health.
- *Goal-setting and Decision-making:* set personal health goals and track achievement.
- *Advocacy:* identify community organizations that advocate for healthy individuals, families, schools, and communities.
 - Demonstrate an ability to work cooperatively when advocating for these.

- Demonstrate an ability to adapt health messages and communication techniques to the characteristics of particular audiences.

Physical Education

- *Leading an Active Lifestyle*: explore personal interests in a variety of new physical activities both in and out of class.
 - Establish personal physical activity goals.
 - Describe the relationship between a healthy lifestyle and feeling good.
- *Health Enhancing Fitness*: participate in a wide variety of health-related activities to maintain a record of moderate to vigorous physical activities.
 - Begin to design a personal health-related fitness program based on an accurate fitness profile.

Science

- *Science Connections*: show how conflicting assumptions about science themes lead to differing opinions and decisions about health, and how they have diverse effects on individuals, communities, and the country now and in the future.
- *Science Applications*: illustrate the impact of science and technology, good and bad, on careers, systems, societies, and goals of life.
- *Science in Society and Personal Perspectives*: Show how science has contributed to meeting personal needs, hygiene, nutrition, exercise, safety, and health care.

When designing a cross-curricular service-learning project, begin with a service project in mind and then determine which curricular objectives can be taught and learned from the project. Or, start with the objectives students need to learn in each subject area and create a service project based on those goals.

Orient and Train

Orient and train youth/learners in building skills and a sense of teamwork.

Think about the skills and knowledge the group will need to carry out the plan. Work to make those accessible, either through training or bringing in outside partners and other resources.

Implementation

Steps for implementing a service-learning project

1. Orientation and developing a service-learning project.
2. Supporting and assisting an existing effort.
3. Advocating and engaging in social action.
4. Activities are often fluid and evolve as the project progresses, original needs are addressed and others are identified.
5. Students work collaboratively with service recipients and partners.

Reflection

Reflection is the result of correlating service concepts with learning components.

Before

- What needs do we have in our community?
- How can we make a difference in the lives of others?

During

- How is our project going? What should be changed?
- What conflicts surfaced with this project?

After

- What did we learn? What can we do next?
- How can this be shared with others?

Reflection Activities

Use the idea of multiple intelligences—that each student learns in different ways—to make planning reflection activities simple. The reflection activities below are for various learning styles.

- *Kinesthetic*: create and perform a skit or dance; express experiences without words.
- *Linguistic*: journal; write an essay or paper connecting the service experience with class work; write an article for the school or community paper; compose a poem.
- *Logical/Mathematical*: compile statistics on a project; identify and solve a problem at a site; connect service experience to larger state or national issues; create a timeline of the project.
- *Spatial*: create a display, collage, or video; document service with photos, videos, essays, or displays; design charts or maps.

- *Musical*: compose a song; bring in a song that reflects one's experience.
- *Interpersonal*: have a small group discussion; role play.

Celebration

Celebrate the service experience by taking the evidence collected earlier in the process and using it to show the progress that has been made. Celebration helps build momentum for continuing the project. There are many ways to celebrate students' accomplishments, including

- Recognition at public community meetings such as school board meetings or local business meetings.
- Media coverage about service-learning projects.
- Awards ceremonies, breakfasts, or other events that are newsworthy.

Service-Learning Four-Point Test

When designing service-learning projects to enhance teaching on nutrition and fitness, use the Four-Point Test to determine if your project is a service-learning project.

1. Youth/Learner Engagement

Students identify a community need to address, plan the project, and lead the efforts.

2. Meaningful Service

A real community need must be addressed, students must understand who benefits from the service, and community partners should be involved.

3. Link to Learning or Curriculum

The service must connect to classroom learning and learning outcomes must be determined and measured.

4. Reflection

Students have the opportunity to talk or write about the project before, during, and after; students help evaluate the success of the project; and students learn how to use the knowledge they gained.

A project that does not meet all four of these points is not really a service-learning project.

Examples of NOUN and ADVERB Service-Learning Projects

The Schools Involved

Seven Wisconsin schools have been recognized for their outstanding NOUN and ADVERB service-learning projects. A description of each is below.

Denmark School District

Teacher Advisor: Mark Meisner

Students Involved in the Service-Learning Project

The Denmark Empowerment Charter School (DECS) serves at-risk 8th to 12th grade students. Students involved in the Service-Learning Project were in the Nutrition and Wellness Program.

Service-Learning Project Goal

To promote healthy eating habits, physical activity and proper sleep habits of elementary school age students and their families through fun-filled educational activities and mentoring by the DECS students and staff.

Process

The DECS students learned about

- *Meal Planning*: Students take part in weekly meal plans. Meals include all basic food groups. Soda has been eliminated and drinks include low fat milk, 100% juice and bottled water only.
- *Grocery Shopping*: Two students shop weekly with charter school staff. They note key facts such as: the serving size on labels, the low nutritional value of iceberg lettuce, the importance of fiber in their diets, and that soy is a good source of protein.
- *Meal Preparation*: Students assist in meal preparation when academics studies are completed. They learn that presentation and color in food

adds to inviting meals. They learn culinary skills by engaging in fun-filled activities.

- *Student Nutrition Tidbits:* All things in moderation. Soy ground meat substitute tastes “good.” Simple sugars are best in moderation to reduce risk of juvenile diabetes. Desserts low in fat taste great. Magnesium is a mighty mineral needed for bone growth. Kiwi has magnesium.
- *Wellness Activities:* Morning aerobic exercise takes place 3 to 4 times per week. Pedometers are available to count steps on brisk walks. Other activities include weight lifting, treadmill use, kayaking, and rock climbing.

Service Plan

- The 4th grade students and staff at Denmark Elementary School partnered with the DECS students on this project to determine needs and activities.
- DECS students and staff planned healthy food shopping trips with the 4th graders.
- DECS students developed and created games, storybooks, and videos inviting to children to use as learning tools for nutrition and wellness.
- Evaluation of process through a pre- and post-evaluation tool.

Viroqua Area Schools

Teacher Advisor: Wanda Spraggon

Students involved in the Service-Learning Project

The 3rd grade students at Viroqua Elementary School.

Service-Learning Project Goal

To raise the 3rd grade students’ awareness of what a real hero is, and then become a real hero as they create and implement a service-learning project with our community elderly facility, parents, and the Families First Resource Center.

Process

The students learned about

- Qualities that distinguish a hero from a celebrity during guidance and classes.
- Nutrition concepts from the food service director and school nurse.
- Stress reduction during physical education classes.

Service Plan

The students identified physical activity and good nutrition for older adults as their community need. After learning about how good nutrition and physical activity affects their bodies, minds, and spirits, students developed ways to be “everyday heroes” at the local nursing home by teaching residents physical activities and making healthy snacks for them.



Riverdale Middle School

Teacher Advisor: Michelle Stanek

Students involved in the Service-Learning Project

The 6th grade students

Service-Learning Project Goal

To promote better health in this small, rural community where many families live at or below the poverty level and do not have access to health care.

Process

Students learned about nutrition and physical activity through the Healthy Living Program curriculum.

Service Plan

The students organized a start-the-school-year health fair to promote healthy eating and physical activities to the entire middle school. They recruited school and community experts to make presentations. They developed the "Take a Bite, Start the Year Out Right!" brochure.

The first four sessions addressed "NOUN – It's What You Eat" (Food Guide Pyramid, food safety, fast/easy/nutritious meals, and staying at a healthy weight). The next sessions addressed "ADVERB – It's How You Play" (Get Fit Daily activities, a nature scavenger hunt, modern dance, traditional dance, and a choice of sports activities). At the end of the sessions, they hosted a dance to show off their new moves, followed by an assembly with a drawing for healthy prizes.



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Lac du Flambeau Public Schools

Teacher Advisor: Rebecca Hanson

Students Involved in Service-Learning Project

Middle school students in Teen Living Skills and Family, Career and Community Leaders of America (FCCLA) Club.

Service-Learning Project Goal

To promote healthy eating and physical activity to school staff, families and community members by increasing access to information via the school website.

Process

Students learned about healthy eating and active lifestyles through the Teen Living Skills class and the FCCLA Club.

Service Plan

The students developed and continue to maintain a nutrition and physical activity website to

- Promote healthy eating through student-tested recipes.
- Provide resources to school and community members through links to nutrition and physical activity websites.
- Publicize and promote activities of the Lac du Flambeau Healthy Lifestyles Action Team, the school and community partners.



West Junior High, Wisconsin Rapids

Teacher Advisor: Laura Cronan

Students Involved in Service-Learning Project

The Food for Life class at West Junior High.

Service-Learning Project Goal

Students identified poor eating behaviors among many younger children. Their goal was to promote healthy eating in elementary students through fun, interactive materials.

Process

Students learned about healthy eating and appropriate nutrition education materials in their Food for Life class.

Service Plan

They developed fun, age-appropriate nutrition education materials, such as placemats, that they will use this fall to teach elementary students.

Princeton School District

Teacher Advisor: Craig Verheyen

Students Involved in Service-Learning Project

The 4K-12th grade students at Princeton Public School.

Service-Learning Project Goal

To make students, parents, and community members aware of healthy lifestyles.

Process

Students learned about safe exercising techniques and healthy eating through classroom lessons.

Service Plan

The students promoted the “Turn off the TV – Turn on Life – Get Moving” initiative. They tracked physical activity, learned about healthy eating, and created a fitness video on proper use of the weight room equipment. This fall, the students hosted a health fair targeting exercise, weight issues, nutrition, and general health. The fair involved businesses and promotional materials.

Rhineland School District

Teacher Advisor: Linda Cirilli

Students Involved in Service-Learning Project

The 8th grade Teen Living students in James Williams Junior High School.

Service-Learning Project Goal

To develop creative and informative materials for peer education and teaching younger children about healthy eating and physical activity.

Process

Students learned about healthy eating and physical activity in the Teen Living classes.

Service Plan

- They created songs and jump rope verses to promote physical activity and learn about healthy eating
- Developed posters and charts to help others learn about wise food choices
- Developed PowerPoint presentations to teach peers and younger children about physical activity and healthy eating
- Created activities such as the “Rainbow Plate Design Activity” and the “Rainbow Buffet.”

Success with Service-Learning

Service-learning projects work because they allow students to put learning into action and to understand the concepts they are taught. Understanding is more than simply knowing the facts. Service-learning students are able to build new knowledge and understanding based on what they already know and believe. Students can also form new knowledge by modifying and refining current concepts and adding new ones.

In service-learning, the learning is mediated by the social environment where learners interact so

Service-learning can help produce more positive outcomes in students, both in academics and citizenship.

students learn to work with others, cooperate, and build relationships. Effective learning requires students to take control, and

service-learning provides this opportunity if teachers let it happen. Students' ability to apply their knowledge to situations is affected by how much they learn with understanding.

Service-learning can help produce more positive outcomes in students, both in academics and citizenship. For stronger academic outcomes, teachers must intentionally integrate the service

component with specific curricular subject matter, align the service and reflection with standards, and design reflection activities that promote higher order thinking skills, such as analysis, evaluation, and problem-solving. For example, in schools that wish to instill stronger civic responsibility in students, teachers need to make

Service-learning is meant to enhance current teaching and learning methods.

explicit connections between the lesson being taught and social issues of the community. Finally, if teachers want to encourage career development, they must connect to workplace skills, career pathways, or job knowledge.

Service-learning is meant to enhance current teaching and learning methods and not create additional work or time demands. Through service-learning projects, students gain knowledge and understanding of classroom lessons that they can, in turn, apply to real world situations to address a real need in the school or community. The NOUN and ADVERB Initiatives promote service-learning in schools and classrooms while getting students excited about making healthy food and physical activity decisions.

Resources

Service-Learning Web Sites

Department of Public Instruction (DPI)

DPI's Service-Learning website contains useful information, project ideas, links, and updates about new resources and opportunities for funding. www.dpi.state.wi.us/dpi/dltcl/bbfcsp/lhmpage.html

Learn and Serve America National Service-Learning Clearinghouse ETR Associates

The National Service-Learning Clearinghouse (NSLC) collects and disseminates information for Learn and Serve America programs, as well as other K-12, higher education, community based, and national service programs and practitioners. www.servicelearning.org

Resources that Support Healthier Lifestyles

The Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity.

December 2001. U.S. Department of Health and Human Services, Public Health Service, Office of the Surgeon General; www.surgeongeneral.gov/topics/obesity/calltoaction/CalltoAction.pdf

Foods Sold in Competition with School Meal Programs: A Report to Congress.

August 2001. U.S. Department of Agriculture, Food and Nutrition Service; www.fns.usda.gov/cnd/Lunch/CompetitiveFoods/competitive.foods.report.to.congress.htm

Changing the Scene: Improving the School Nutrition Environment.

August 2000. U.S. Department of Agriculture, Food and Nutrition Service; <http://www.fns.usda.gov/tn/Resources/Changing.html>

Guidelines for School Health Programs to Promote Lifelong Healthy Eating.

MMWR 1996; 45 (No. RR-9): 1-41; Centers for Disease Control and Prevention. <ftp://ftp.cdc.gov/pub/Publications/mmwr/rr/rr4509.pdf>

Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People.

MMWR 1997; 46 (No. RR-6): 1-36; Centers for Disease Control and Prevention. <ftp://ftp.cdc.gov/pub/Publications/mmwr/rr/rr4606.pdf>

Healthy School Nutrition Environments: Promoting Healthy Eating Behaviors.

August 2001; U.S. Department of Agriculture, Food and Nutrition Service, Alexandria, Virginia: Published by American Academy of Family Physicians, American Academy of Pediatrics, American Dietetic Association, National Hispanic Medical Association, National Medical Association and the U.S. Department of Agriculture. www.fns.usda.gov/cnd/HealthyEating/HealthyEatingBehavior/healthyeatingchallenge.htm

Changing the Scene—Improving the School Nutrition Environment.

2000. USDA. Get a free copy (while supplies last) from: www.fns.usda.gov/tn

Action for Healthy Kids Initiative.

www.actionforhealthykids.org

Click on "Wisconsin" to find out what's happening in this state.

NOUN and ADVERB Initiatives

Project Profile Forms

Profiles

Pre-Project Profile

This form provides a comprehensive overview of the service-learning project, who will be involved, who is expected to be impacted by the project and a summary of the results of the pre- and post-assessments of students.

Post-Project Profile

This form provides a comprehensive description of the service-learning project, the number of students and others who were involved, who was impacted by the project, and an evaluation of the impact of service-learning on citizenship, self-esteem and confidence, and the change in nutrition and physical activity behaviors.

Schools participating in the NOUN and ADVERB Initiatives are requested to **complete the pre- and post-project profiles** and have **students complete the pre- and post-assessment forms** and submit them to

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Department of Public Instruction
125 S. Webster Street
PO Box 7841
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Fax: 608-267-0363
Email: julie.allington@dpi.state.wi.us.

Grants, technical assistance, and materials will be provided to participating schools as appropriate and available.



Wisconsin Department of Public Instruction
NOUN and ADVERB Pre-Project Profile
PI-4001 (New 03-05)

INSTRUCTIONS: Complete two copies at the beginning of the project. Retain one copy. Return **original** to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION FOR LIBRARIES, TECHNOLOGY, AND COMMUNITY LEARNING
ATTN: Julie Allington, Nutrition Education Consultant
P.O. BOX 7841
MADISON, WI 53707-7841

NOUN – It's What You Eat and ADVERB It's How You Eat and Play Initiatives	
Name of Teacher Advisor	Telephone <i>Area/No.</i>
School District	School
Address	Email
Approx. date project will begin	Grade Level
Project Title	

One sentence project description

What issue or issues will the project cover? *Check all that apply*

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Nutrition | <input type="checkbox"/> Physical Activity | <input type="checkbox"/> Student Education | <input type="checkbox"/> School Environment |
| <input type="checkbox"/> Family Education | <input type="checkbox"/> Community Education | <input type="checkbox"/> Home Environment | <input type="checkbox"/> Community Environment |
| <input type="checkbox"/> Other <i>Specify</i> _____ | | <input type="checkbox"/> Other <i>Specify</i> _____ | |

Description of NOUN or ADVERB Service-Learning Project
--

A. Community issue/need to be addressed

B. Identify how many people are expected to be involved in your project:

Adult Volunteers	Partners, including Community Partners	Young People	Grade Levels
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C. Will any product be developed through this project?

D. Who will benefit from the service activity?

E. How will you recruit youth volunteers?

	Description of NOUN or ADVERB Service-Learning Project (continued)	
--	---	--

F. How will your project link service and learning (describe the service-learning)? Include specific learning objectives, curricula, and/or academic standards that your project will address?

G. What means will you use to determine and measure what the youth volunteers learned through this project?

H. How will you incorporate youth into the planning process (selecting the project, developing the action plan, etc.)?

I. How will you incorporate youth into the project implementation (e.g. recruiting volunteers, media outreach, etc.)?

J. Describe how the service-learning project is expected to improve the eating behaviors and/or physical activity of children and/or youth. (Projects may also secondarily impact behavior change of other age groups.)

K. How did pre-assessments reflect the level of citizenship, self-esteem, and confidence of the students assessed?

L. How did the pre-assessments reflect current nutrition and physical activity behavior of the students assessed?

M. How many children or youth are expected to be impacted?



Wisconsin Department of Public Instruction
NOUN and ADVERB Post-Project Profile
PI-4002 (New 03-05)

INSTRUCTIONS: Complete two copies at the end of the project. Retain one copy.
Return **original** to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION FOR LIBRARIES, TECHNOLOGY, AND COMMUNITY LEARNING
ATTN: Julie Allington, Nutrition Education Consultant
P.O. BOX 7841
MADISON, WI 53707-7841

NOUN – It's What You Eat and ADVERB It's How You Eat and Play Initiatives	
Name of Teacher Advisor	Telephone <i>Area/No.</i>
School District	School
Address	Email
Approx. Date Project Began	Grade Level
Project Title	

One sentence project description

What issue or issues will the project cover? *Check all that apply*

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Nutrition | <input type="checkbox"/> Physical Activity | <input type="checkbox"/> Student Education | <input type="checkbox"/> School Environment |
| <input type="checkbox"/> Family Education | <input type="checkbox"/> Community Education | <input type="checkbox"/> Home Environment | <input type="checkbox"/> Community Environment |
| <input type="checkbox"/> Other <i>Specify</i> _____ | | <input type="checkbox"/> Other <i>Specify</i> _____ | |

Description of NOUN or ADVERB Service-Learning Project
--

A. Community issue/need addressed

B. Identify how many people were involved in your project:

Adult Volunteers	Partners, including Community Partners	Young People	Grade Levels
------------------	--	--------------	--------------

C. Was any product developed through this project?

D. Who benefited from the service activity?

E. How did you recruit youth volunteers?

	Description of NOUN or ADVERB Service-Learning Project (continued)	
--	---	--

F. How did your project link service and learning (describe the service-learning)? Include specific learning objectives, curricula, and/or academic standards that your project addressed.

G. What means did you use to determine and measure what the youth volunteers learned through this project?

H. How did you incorporate youth into the planning process (selecting the project, developing the action plan, etc.)?

I. How did you incorporate youth into the project implementation (e.g. recruiting volunteers, media outreach, etc.)?

J. Describe how the service-learning project improved the eating behaviors and/or physical activity of children and/or youth. (Projects may also secondarily impact behavior change of other age groups.)

K. How did pre- and post-assessments reflect the level of citizenship, self-esteem, and confidence of the students assessed?

L. How did the pre- and post-assessments reflect behavior change in terms of nutrition and/or physical activity?

M. How many children or youth were impacted?

NOUN and ADVERB Initiatives

Student Surveys

Student Surveys

Elementary School Student

Pre-Program Assessment

Post-Program Assessment

Middle/High School Student

Pre-Program Assessment

Post-Program Assessment

Schools participating in the NOUN and ADVERB Initiatives are requested to **complete the pre- and post-project profiles** and have **students complete the pre- and post-assessment forms** and submit them to

Julie Allington, Nutrition Education Consultant

Department of Public Instruction

125 S. Webster Street

PO Box 7841

Madison, WI 53707-7841

Fax: 608-267-0363

Email: julie.allington@dpi.state.wi.us.

Grants, technical assistance, and materials will be provided to participating schools as appropriate and available.



Wisconsin Department of Public Instruction
NOUN and ADVERB Initiative
ELEMENTARY STUDENT PRE-ASSESSMENT
 PI-4003 (New 03-05)

INSTRUCTIONS: Complete two copies at the beginning of the project.
 Retain one copy. Return **original** to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION FOR LIBRARIES, TECHNOLOGY, AND COMMUNITY LEARNING
ATTN: Julie Allington, Nutrition Education Consultant
P.O. BOX 7841
MADISON, WI 53707-7841

NOUN – It's What You Eat and ADVERB It's How You Eat and Play Initiatives			
Your First Name	Middle Initial	Last Name	
What is the Name of your School?			What Grade are You in?
Who is Your Teacher for the NOUN and ADVERB Project?			

OPINION QUESTIONS			
Please tell us if you Agree, are Not Sure, or Disagree with each statement below. There are no right or wrong answers. We just want to know how you feel.	Agree	Not Sure	Disagree
1. I believe that I can personally make a difference in my school or community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I think it is important to try to change things for the better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I learn best when I have a chance to use my skills (like reading, math, or art) to solve real problems in my school or community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I feel it is my responsibility to help solve problems in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I can write letters, make a poster, or give a presentation to inform people about a community issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I know what it takes to change the rules that affect my school or community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I am able to put myself in someone else's shoes to understand how they feel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I know how to work with others to solve a problem in my school and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I understand that eating fruits and vegetables, drinking milk, and eating whole grain breads and cereals everyday will help me look and feel good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I know how to help others understand that eating fruits and vegetables, drinking milk, and eating whole grain breads and cereals everyday, will help them look and feel good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I understand that running, walking fast, or playing hard everyday will help me look and feel good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I know how to help others to understand that running, walking fast, or playing hard everyday will help them look and feel good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I take and eat a fruit and a vegetable for school lunch and at dinner at home, and eat fruit or vegetables for snacks several times per week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I drink milk with every meal and eat cheese or yogurt for snacks several times per week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



NOUN – It's What You Eat and ADVERB It's How You Eat and Play Initiatives		
Your First Name	Middle Initial	Last Name
What is the Name of Your School?		What Grade are You in?
Who was Your Teacher for the NOUN and ADVERB Project?		

OPINION QUESTIONS			
Please tell us if you AGREE , are NOT SURE , or DISAGREE with each statement below. There are no right or wrong answers. We just want to know how you feel.	Agree	Not Sure	Disagree
1. I believe that I can personally make a difference in my school or community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I think it is important to try to change things for the better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I learn best when I have a chance to use my skills (like reading, math, or art) to solve real problems in my school or community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I feel it is my responsibility to help solve problems in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I can write letters, make a poster, or give a presentation to inform people about a community issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I know what it takes to change the rules that affect my school or community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I am able to put myself in someone else's shoes to understand how they feel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I know how to work with others to solve a problem in my school and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I understand that eating fruits and vegetables, drinking milk, and eating whole grain breads and cereals everyday will help me look and feel good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I know how to help others understand that eating fruits and vegetables, drinking milk, and eating whole grain breads and cereals everyday, will help them look and feel good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I understand that running, walking fast, or playing hard everyday will help me look and feel good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I know how to help others to understand that running, walking fast, or playing hard everyday will help them look and feel good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I take and eat a fruit and a vegetable for school lunch and at dinner at home, and eat fruit or vegetables for snacks several times per week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I drink milk with every meal and eat cheese or yogurt for snacks several times per week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Wisconsin Department of Public Instruction
NOUN and ADVERB Initiative
MIDDLE/HIGH SCHOOL STUDENT
PRE-ASSESSMENT
PI-4005 (New 03-05)

INSTRUCTIONS: Complete two copies at the beginning of the project.
Retain one copy. Return **original** to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION FOR LIBRARIES, TECHNOLOGY, AND COMMUNITY LEARNING
ATTN: Julie Allington, Nutrition Education Consultant
P.O. BOX 7841
MADISON, WI 53707-7841

NOUN – It's What You Eat and ADVERB It's How You Eat and Play Initiatives		
Your First Name	Middle Initial	Last Name
What is the Name of Your School?		What Grade are You in?
Who is Your Teacher for the NOUN and ADVERB Project?		

OPINION QUESTIONS				
For each statement below, please tell us if you feel that the statement is VERY TRUE for you, SORTOF TRUE for you, NOT VERY TRUE, or NOT TRUE AT ALL. There are no right or wrong answers. We just want to know how you think or feel.	Very True	Sort of True	Not Very True	Not True at All
1. I believe that I can personally make a difference in my school or community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I think it is important to try to change things for the better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I learn best when I have a chance to use my skills (like reading, math, or art) to solve real problems in my school or community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I feel it is my responsibility to help solve problems in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I can write letters, make a poster, or give a presentation to inform people about a community issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I know what it takes to change the rules that affect my school or community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I am able to put myself in someone else's shoes to understand how they feel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can resolve conflicts between students while working in a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Being part of my community is an important part of who I am.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I can take a leadership role in a group of students working on a community issue or problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am able to respond positively when people give me suggestions for how to improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I can identify the steps I need to take to make a project successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I am confident in expressing my opinions in a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I am excited about being active in community issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I feel that I'm a part of a group that can do something important in my school or community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I know how to make good decisions on issues that affect me and my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I know who to find information on problems or issues in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I know my strengths and weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OPINION QUESTIONS (CONTINUED)				
For each statement below, please tell us if you feel that the statement is VERY TRUE for you, SORTOF TRUE for you, NOT VERY TRUE, or NOT TRUE AT ALL. There are no right or wrong answers. We just want to know how you think or feel.	Very True	Sort of True	Not Very True	Not True at All
19. I am able to talk with people I don't know about issues I think are important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I know that eating fruits and vegetables, dairy products, and whole grain breads and cereals everyday will help me look and feel good, perform well, and be healthy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I know how to teach/convince others that eating fruits and vegetables, dairy products, and whole grain breads and cereals everyday will help them look and feel good, perform well, and be healthy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I know how to work with teachers, the principal, food service staff, student groups, etc. to make healthier foods available in the cafeteria and vending, for fundraisers and "treats"/rewards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I know that being physically active everyday will help me look and feel good, perform well, and be healthy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I know how to teach/convince others that being physically active everyday will help them look and feel good, perform well, and be healthy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I feel it is my responsibility to model a healthy lifestyle, including eating smart and being active.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I try to model a healthy lifestyle, including eating smart and being active.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Wisconsin Department of Public Instruction
NOUN and ADVERB Initiative
MIDDLE/HIGH SCHOOL STUDENT
POST-ASSESSMENT
 PI-4006 (New 03-05)

INSTRUCTIONS: Complete two copies at the end of the project. Retain one copy. Return **original** to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION FOR LIBRARIES, TECHNOLOGY, AND COMMUNITY LEARNING
ATTN: Julie Allington, Nutrition Education Consultant
P.O. BOX 7841
MADISON, WI 53707-7841

NOUN – It's What You Eat and ADVERB It's How You Eat and Play Initiatives		
Your First Name	Middle Initial	Last Name
What is the Name of your School?		What Grade are You in?
Who was Your Teacher for the NOUN and ADVERB Project?		

OPINION QUESTIONS				
For each statement below, please tell us if you feel that the statement is VERY TRUE for you, SORTOF TRUE for you, NOT VERY TRUE, or NOT TRUE AT ALL. There are no right or wrong answers. We just want to know how you think or feel.	Very True	Sort of True	Not Very True	Not True at All
1. I believe that I can personally make a difference in my school or community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I think it is important to try to change things for the better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I learn best when I have a chance to use my skills (like reading, math, or art) to solve real problems in my school or community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I feel it is my responsibility to help solve problems in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I can write letters, make a poster, or give a presentation to inform people about a community issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I know what it takes to change the rules that affect my school or community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I am able to put myself in someone else's shoes to understand how they feel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can resolve conflicts between students while working in a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Being part of my community is an important part of who I am.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I can take a leadership role in a group of students working on a community issue or problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am able to respond positively when people give me suggestions for how to improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I can identify the steps I need to take to make a project successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I am confident in expressing my opinions in a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I am excited about being active in community issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I feel that I'm a part of a group that can do something important in my school or community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I know how to make good decisions on issues that affect me and my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I know who to find information on problems or issues in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I know my strengths and weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OPINION QUESTIONS (CONTINUED)				
For each statement below, please tell us if you feel that the statement is VERY TRUE for you, SORTOF TRUE for you, NOT VERY TRUE, or NOT TRUE AT ALL. There are no right or wrong answers. We just want to know how you think or feel.	Very True	Sort of True	Not Very True	Not True at All
19. I am able to talk with people I don't know about issues I think are important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I know that eating fruits and vegetables, dairy products, and whole grain breads and cereals everyday will help me look and feel good, perform well, and be healthy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I know how to teach/convince others that eating fruits and vegetables, dairy products, and whole grain breads and cereals everyday will help them look and feel good, perform well, and be healthy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I know how to work with teachers, the principal, food service staff, student groups, etc. to make healthier foods available in the cafeteria and vending, for fundraisers and "treats"/rewards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I know that being physically active everyday will help me look and feel good, perform well, and be healthy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I know how to teach/convince others that being physically active everyday will help them look and feel good, perform well, and be healthy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I feel it is my responsibility to model a healthy lifestyle, including eating smart and being active.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I try to model a healthy lifestyle, including eating smart and being active.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

